



INSERT A for Step 1

DECISIONS ABOUT SETTING UP A SCHOOL-WIDE DATABASE

✚ What type of data do you want to collect?

Many data professionals classify data into categories such as those below. You may add categories or think of new things you want to keep track of in these categories. Talk through the possibilities and work together to choose 2-3 kinds of new data to collect to start your database. Keep in mind that *process*, *demographic*, and *perception* data are used to help understand why *results* data are what they are – so you'll likely be curious about some of each kind. See Victoria Barnhardt's book [Developing and Using Databases for School Improvement](#) for a further explanation of these data categories.

Note: All of these can be effectively collected and analyzed. The books in the resource section of the packet give some "light-handed" ways even busy people can log and report each of these kinds of data. Consultants at most ISD's are available to help in designing collection plans. Focus on which would be most important, not on whether you can yet imagine how we'd "know" them.

Results Data: This data tells us what skills and knowledge students have mastered and can demonstrate.

Priority	Kind of Data	Exists? New?	If we had it, how might it help increase student achievement?
	Reading Grade Levels		
	Writing Scores		
	Math Grade Levels		
	Math Benchmarks Mastered		
	Science Benchmarks Mastered		
	Social Studies Benchmarks Mastered		
	MEAP Scores		

Demographic Data: This data tells us what groups each student, staff or community member belongs to, so we can sort results data to see if some groups achieve differently than others.

Priority	Kind of Data	Exists? New?	If we had it, how might it help increase student achievement?
	Gender		
	Grade		
	Teacher		
	Age (Date of Birth)		
	Zip Code		
	Race		
	Time in Building		
	Behavior		
	Attendance		

Process Data – This information tells us about approaches to teaching & learning, goal-setting, behavior management and family communication processes we’re using with each child . . . So we can see which are most successful and which we want to change.

Priority	Kind of Data	Exists? New?	If we had it, how might it help increase student achievement?
	Instructional Strategies		
	Instructional Time on Task		
	Behavioral Referrals		
	Attendance/Absences		
	Books Read		
	Writing Samples Assessed		
	Homework Assigned		
	Homework Completed		
	Positive Parent Contacts		

Perception Data: This information tells us what school “feels like” to those who learn and work here – what we report about our attitudes and beliefs, so we can see which ones seem to help achievement and how to increase those attitudes.

Priority	Kind of Data	Exists? New?	If we had it, how might it help increase student achievement?
	Student Engagement		
	Staff Satisfaction		
	Parent Satisfaction		
	Believe Teacher “Cares”		



MORE DECISIONS ABOUT SETTING UP A SCHOOL-WIDE DATABASE

When do you want to collect specific data throughout the year? For each item you prioritized on Insert A for Step 1, decide how many times a year you'll want it, and schedule it here:

Database Calendar for Assessments and Data Collection

August What— Who— Tool—	September What— Who— Tool—	October What— Who— Tool—	November What— Who— Tool—	December What— Who— Tool—	January What— Who— Tool—
February What— Who— Tool—	March What— Who— Tool—	April What— Who— Tool—	May What— Who— Tool—	June What— Who— Tool—	July What— Who— Tool—



INSERT D for Step 1

MORE DECISIONS ABOUT SETTING UP A SCHOOL-WIDE DATABASE

Who will enter the data and organize/format your database?

- **Is there someone in the building who can maintain your database?**
Perhaps, there is a group of staff members willing to work on this task together as a data team. Some buildings have expectations that staff members serve on committees, and this could become a committee that people chose in lieu of another form of service.
- **Is there volunteer help available?**
Some communities sponsor volunteer programs that house neighborhood retirees in a building, and although we often instinctively use them to support instruction (i.e., reading tutors, etc) one of them might be Excel-capable and enjoy organizing and maintaining a database.

Some colleges have students in higher education looking for projects or community service. Recruiting and using an intern for this kind of work is smart, because this is the generation that thinks of databases as every-day occurrences.
- **As a last resort, consider hiring a data manager.**
Title 1, Part D funds could be allocated toward building this kind of support for school improvement. Here's a sample rationale that could be used to justify the decision:

Salary for a full-time staff person whose primary responsibility will be data entry, dissemination and explanation of data results to staff, creation of reports containing pertinent charts and graphs from the database for student, teacher, parent, and administrative use; and providing on-site training for staff on the use of software essential to maintaining the classroom components of a school-wide database, as well as, teaching students how to chart their own academic progress using data.
- **How will the data be stored for easy sorting and analysis?**
The next page shows one simple spreadsheet that has been useful in many Michigan schools.



MORE DECISIONS ABOUT SETTING UP A SCHOOL-WIDE DATABASE

■ **Do we need to go shopping?** What financial investment do we need to plan for? A possible shopping list:

- _____ Computer
- _____ Software like myCard @school, Microsoft Excel, Corel Quatro Pro
- _____ Binders, dividers, sheet protectors, computer disks, printer paper
- _____ Professional facilitation/development for making the plan
- _____ Books or periodicals
- _____ Field trips to visit schools with exemplary data use

A sample budget:

Allocating Funds for a School-wide Database

Needs	Cost	Source	Cost Justification
Ringed binders	\$10.00	General Fund	Office supplies for the official electronic and hardcopy of the school-wide database
Dividers	\$5.00		
Sheet protectors	\$20.00		
Disks	\$20.00		
Printer paper	\$100.00		
Ink or toner	\$200.00		
Data Manager	\$32,500.00	Title 1, Part D	Salary for a full-time data manager
Professional Development	\$2,000.00	Title 2, Part A	Books for use in study groups i.e. <u>Results</u> by Mike Schmoker or <u>Using Data to Improve Student Achievement</u> by Deb Wahlstrom
Total Cost Estimate	\$34,855.00		



INSERT for Step 2

DATA SURVEY

Since we are becoming a data-driven school, we would like to know what data you are collecting and how it is guiding or assisting your instruction this year. Your information is very important to us as we begin to develop a school-wide data system.

Please return this survey to the principal by _____.

Thank-you.

Name of Teacher _____

1. What classroom data are you tracking over time?
2. What process are you using? (a computer program for instance)
3. How is the data impacting your teaching?
4. How is the data helping your students?
5. Are you willing to share your information with the staff?
6. What is your attitude about data collecting?
7. How comfortable are you with technology?
8. Include any other information that you think is pertinent.
9. Are you interested in learning more about what kind of data can be useful to your teaching?

SPACE FOR MY DATABASE

In the Office

- Principal's Office (hardcopies in labeled ringed binders)
- Data Manager's Office (hardcopies and e-files)

In the Classrooms

- On teacher's classroom computer (e-files of the classroom database)
- On Student Achievement Bulletin Board (hardcopies of class data as reflected on database)
- In student's progress folder (hardcopy of individual student data)

In the Hallways

- On the Achievement Wall (Charts created from the database illustrating achievement on school-wide initiatives)

In the Parents' Hands

- Parent-Teacher Conference Packet (hardcopy of the child's achievement data with explanatory charts)
- Newsletter

In the Students' Desks

- In the Portfolio folder (motivational charts created from individual student data in the database)

INSERT B for Step 3

CLASSROOM DATA: STUDENT ACHIEVEMENT

Teacher:

Grade:

[illegible]

Developed by Partnership for Success 2000



A Data Review Protocol

Collecting data for the sake of collecting data is a useless task. Be proactive about data. Follow this protocol when reviewing the data from your school-wide database.

0-Minutes

- Prior to the planned data review, organize five member cross-categorical staff teams.

3-Minutes

- Without talking, examine the database before you. Write down general notes about what you see on Post-its.

5-Minutes

- In turn, each member of the team shares one observation about the data from his/her notes until all observations have been noted.

3-Minutes

- Team members should now categorize observations to find patterns.

5-Minutes

- Each team member should now write down why they think each success or problem are occurring and post it next to the problem.

15-Minutes

- Select one problem as a focus problem. Team members should brainstorm possible interventions for the focus problem. Turn in the complete Data Review Poster (see attached) to the Leadership Team for dissemination to the appropriate instructional staff person.

Afterwards

- The Leadership Team should publish the Data Review to aid staff understanding of all the data presented from each team. Use the Data Review Follow-Up Form.



A DATA REVIEW POSTER

Type of Data Reviewed:

Date: _____

LOOK *THINK* *CATEGORIZE* *HYPOTHESIZE*

<i>FOCUS</i>	<i>PROBLEM</i>	<i>SOLUTION</i>

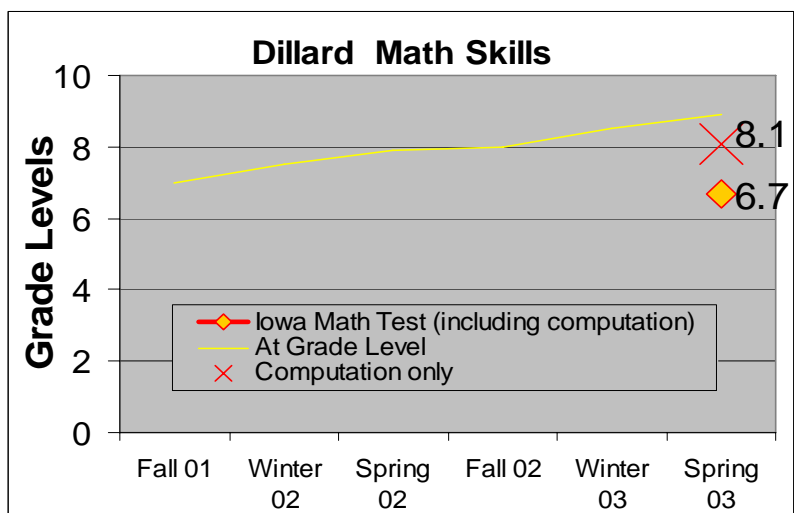
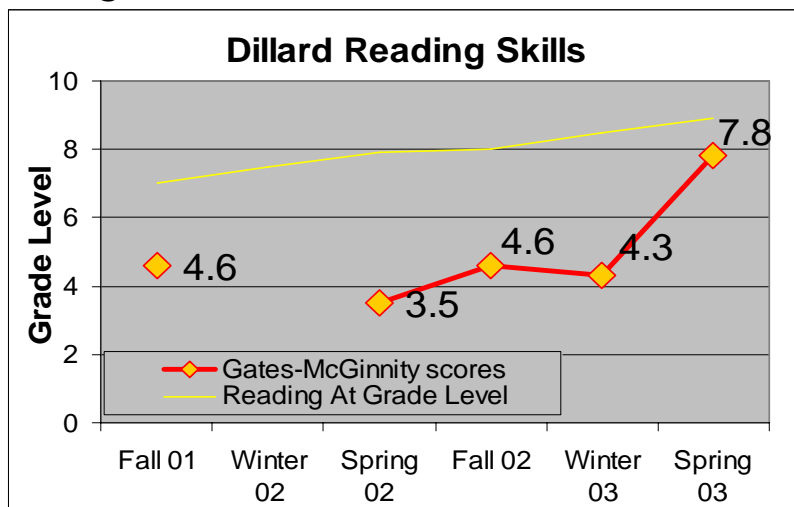
Data Review Team:



A DATA REVIEW FOLLOW-UP

Focus Problem Solutions:			Date: _____		
Interventions	Responsible Party	Intervention Date	Status		Date
			Attained	Not Attained	

Using Your School-wide Database To Illustrate Student Achievement To Parents



Eighth Grade Gateway Progress:

Self-Eval Essay	Science	Literary Comparison	Math	History
Meets	Approaches	Approaches	Meets	Approaches

LTI Progress

Interest Exploration	Job Shadow	Volunteer Placement	mini Internship	Internship Project
11/2002	3/2003 4/2003			

2002-3 Attendance 95.6%

Comments:

Teacher's Signature: _____ Date: _____

Student's Name: _____ Date: _____

Advisor: _____

Parent: _____

A Collaborative Approach for Creating and Using a Schoolwide Database

